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ABSTRACT

The standards of learning objectives for English, reading, and language arts that are presented in this paper are intended as a basis for planning language arts curriculum and instruction. A list of objectives is presented for each instructional level from kindergarten through grade twelve. The objectives reflect concern for developing the concepts, skills, and positive attitudes in each of the following areas: (1) oral language (listening and speaking), (2) reading, (3) writing (composition, handwriting, and spelling), (4) literature, and (5) language process (grammar and usage, thinking and study skills, etc.). An appendix contains the 12 educational goals upon which all the objectives were based. (RL)

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Standards of Learning Objectives

for Virginia Public Schools

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Commonwealth of Virginia
Department of Education
Richmond, Va. 23216

August 1981

LANGUAGE ARTS

CS 203816

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MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

I would like to introduce you to the Standards of Learning Program. The program establishes a framework for instruction in the public schools. It includes objectives which will help students acquire the knowledge, skills, and attitudes believed necessary for further education and employment.

The basis for the Standards of Learning Program is an objective adopted by the Board of Education in June 1981. The objective reads as follows:

> Basic skills and knowledge to be expected of students at each developmental level will be identified and published for kindergarten through grade 12. Objectives for language arts and mathematics will be completed by September 1982 and objectives for other subject areas and vocational education will be completed by September 1984 for grades K-12. Assessment instruments for use in teaching and remediation will be made available to those school divisions which do not have such instruments of their own.

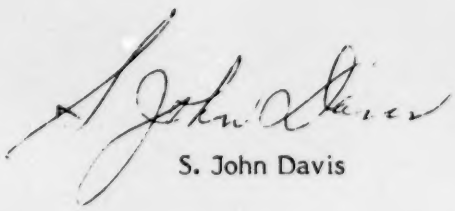
In addition to the benefits for students and teachers, the program will provide parents and other citizens with a better understanding of what students are expected to learn. With this understanding, all of us will be able to work together to help students achieve the objectives.

Standards of Learning Objectives in Language Arts and Mathematics have been developed over a two-year period with the aid of thousands of teachers, supervisors, administrators, teacher educators, and representatives of professional organizations and lay groups. I express sincere appreciation to the many individuals throughout the state who assisted in writing, reviewing, and refining the objectives.

The Standards of Learning Program is designed to identify what students are expected to accomplish, to provide a method for determining what has been learned, and encourage teachers to give additional instruction when needed. It is not intended to reduce the total school program to a single list of objectives or to replace the curriculum that a school division already may have developed for its students. The staff in school divisions which already have such programs will need to examine them to ensure that the Standards of Learning Objectives are included.

During the 1981-82 school year, department personnel will work with you to help you become familiar with the objectives and how they may be used for planning instruction. It is anticipated that the objectives will be used beginning in the fall of 1982.

I am excited about the program and am confident that it will be a success if we continue to work together.



S. John Davis

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English, Reading, Language Arts
1980, 1981

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INTRODUCTION

The Standards of Learning Objectives for English, Reading, and Language Arts emerge from twelve educational goals (see appendix) designed to ensure the development of concepts, skills, and positive attitudes in each of the following areas:

- Oral Language (listening, speaking)
- Reading
- Writing (composition, handwriting, spelling)
- Literature
- Language Process (grammar and usage, thinking and study skills, etc.)

The development of language skills is based on broad objectives which reflect the interrelationship of all language skills and the natural process involved in learning a language. The Standards of Learning Objectives in English, Reading, and Language Arts are designed to establish a framework which:

- Defines the foundation upon which a sound curriculum may be built.
- Indicates a scope and sequence for kindergarten through grade 12.
- Deals with the results of instruction (reading comprehension, effective writing, etc.) rather than with methods of instruction.
- Capitalizes on the strengths of programs now existing in local school divisions.

The English, Reading, and Language Arts Objectives (K-12) are intended to be used as a basis for planning curriculum and instruction for kindergarten through Grade 12. The objectives are specific enough to guide local curriculum development and instruction and broad enough to serve statewide needs.

The English, Reading, and Language Arts Objectives also are intended as checkpoints to be used by the teacher in providing instruction and to assist the teacher as he/she evaluates the progress of students. Work on an objective for Grade 8, for example, might begin in Grade 6 and be reinforced or extended into more sophisticated operations for Grade 11. The fact that the objective is placed at Grade 8 in the list of objectives means only that:

> Virginia teachers agree that this objective has often been stressed at this grade level in Virginia schools and is considered to be an appropriate emphasis for this grade level.
>
> Considerable attention and instructional time will be given to this objective in Grade 8.

It is hoped that by planning instruction in a coordinated and systematic manner, students and teachers will be better served and our schools will be better places for teaching and learning to take place.

English/Reading/Language Arts
Standards of Learning Objectives

KINDERGARTEN

K.1 **The student will assume the roles of both the speaker and the listener in informal conversation.**
Descriptive Statement: By responding to and initiating dialogue, the child will recognize that oral communication is a process of interaction between speaker and listener.

K.2 **The student will develop listening comprehension skills.**
Descriptive Statement: The child will answer questions about information read or told to him/her.

K.3 **The student will develop the beginning motor skills essential for manipulating writing tools.**
Descriptive Statement: Emphasis is on painting, pasting, folding, cutting, finger play, building with small blocks, working puzzles, using tactile letters, and copying and tracing letters and words.

K.4 **The student will participate in a variety of literary experiences.**
Descriptive Statement: Listening to nursery rhymes, fairy tales, poetry, stories, and legends extends cultural awareness and fosters appreciation and enjoyment of literature. Handling and exploring books encourages a desire and appreciation for reading.

K.5 **The student will interact with others in a variety of activities that stimulate language growth.**
Descriptive Statement: Emphasis is on increasing the child's facility with language, developing his/her social skills, and increasing his/her delight in using language through games, dramatic play, and musical activities.

K.6 **The student will acquire experiences necessary to language development and thinking.**
Descriptive Statement: Emphasis is on involving all of the senses through activities such as trips, cooking, housekeeping and store centers, and science demonstrations.

K.7 **The student will demonstrate growth in visual, auditory, tactile, and kinesthetic perception.**
Descriptive Statement: Activities such as remembering experience, identifying textures, recognizing objects, being aware of the body and its movements, and recognizing likenesses and differences lay a foundation for thinking and for understanding printed symbols.

K.8 **The student will repeat from memory brief selections, such as rhymes, poetry and songs.**
Descriptive Statement: Emphasis is on reciting rhymes, poetry, and songs to develop appreciation, auditory discrimination, auditory memory, and vocabulary by noting rhythm, rhyme, tone, and the sounds of words.

K.9 **The student will demonstrate growth in the process of logical thinking.**
Descriptive Statement: Emphasis is on sequencing, classifying, asking questions, making choices, and expressing opinions as the basis for developing problem-solving abilities.

K.10 **The student will communicate ideas by dictating words, phrases, or sentences.**
Descriptive Statement: Dictating information about personal experience, events, stories, objects, and pictures develops an understanding that oral language can be written and that written communication can be used for self-expression, thus giving meaning to the printed word.

English/Reading/Language Arts
Standards of Learning Objectives

FIRST GRADE

1.1 **The student will recognize and discriminate among the basic speech sounds.**
Descriptive Statement: Emphasis is on recognition of the sounds of consonants and vowels.

1.2 **The student will communicate effectively in conversation with others and in classroom discussion.**
Descriptive Statement: Emphasis is on the student's use of complete sentences when appropriate and on his/her ability to stay on the subject and respect the rights of others to contribute.

1.3 **The student will ask questions necessary to gain assistance and information.**
Descriptive Statement: In a variety of life situations, the student asks questions to secure directions, information, or permission.

1.4 **The student will develop skills for listening effectively.**
Descriptive Statement: Emphasis is on the ability of the student to screen out external distractions, attend to the message, and follow simple directions.

1.5 **The student will demonstrate beginning oral reading skills.**
Descriptive Statement: Emphasis is on adequate volume, pronunciation, fluency, expression dictated by punctuation, and on the avoidance of hesitation and repetition.

1.6 **The student will associate the printed word with the object or concept it represents.**
Descriptive Statement: Emphasis is on the ability of a student to recognize labels for familiar objects and to match words with pictures.

1.7 **The student will extend his/her reading vocabulary through the use of word attack skills.**
Descriptive Statement: The student develops strategies for attacking new words: association with pictures, configuration, sound-symbol relationships, context clues, structural analysis, and word patterns.

1.8 **The student will develop basic reading comprehension skills.**
Descriptive Statement: At the beginning level, the student uses such skills as identifying significant details, recognizing the main idea, sequencing, classifying, following directions, and predicting outcomes.

1.9 **The student will form legible manuscript letters, words, sentences, and numerals.**
Descriptive Statement: Emphasis is on the correct use of writing tools, the formation of letters and numerals, and correct spacing.

1.10 **The student will become aware through stories and poems of the experiences, emotions, and ideas of other persons.**
Descriptive Statement: Emphasis is on an awareness of differences and similarities in cultures, life styles, and the human experience.

1.11 **The student will associate the spoken word with the written language.**
Descriptive Statement: The student progresses from the oral identification of objects and pictures to recognition of the written symbols for those words. The association is demonstrated as the child dictates and reads his/her words.

1.12 **The student will increase his/her listening, speaking, reading, and writing vocabularies.**
Descriptive Statement: Emphasis is on a reading vocabulary of basic sight words and on a writing vocabulary of words incorporating the phonetic principles contained in the school's basal reading series.

1.13 **The student will derive logical solutions to simple problems.**
Descriptive Statement: Emphasis is on the student's ability to make appropriate choices and reasonable decisions.

1.14 **The student will distinguish between real and make-believe.**
Descriptive Statement: The student discriminates in both reading and listening between that which could happen and that which does not happen in real life.

1.15 **The student will use oral and written language creatively.**
Descriptive Statement: Emphasis is on using storytelling, creative dramatics, poetry, and music to stimulate the completion of open-ended stories and to generate original sentences and stories.

1.16 **The student will demonstrate an interest in oral and written language.**
Descriptive Statement: During free time, the student chooses to use books, writing materials, and listening centers.

1.17 **The student will produce, orally and in writing, basic sentence patterns.**
Descriptive Statement: Emphasis is on the basic ordering of statements and questions. In writing, the initial word will be capitalized and the sentence will end with a period or question mark.

English/Reading/Language Arts
Standards of Learning Objectives
SECOND GRADE

2.1 **The student will produce correctly the basic speech sounds.**
Descriptive Statement: Emphasis is on producing the sounds of consonants, vowels, and diphthongs.

2.2 **The student will follow oral instructions.**
Descriptive Statement: The student must comprehend both the details of the instruction and the sequence of details. Instructions should contain no more than three steps and should be related to classroom activities.

2.3 **The student will follow written directions.**
Descriptive Statement: Emphasis is on the student's ability to read and follow three-step directions.

2.4 **The student will expand his/her sight vocabulary.**
Descriptive Statement: Emphasis is on association, memorization, visual imagery, and on wide reading experiences.

2.5 **The student will perceive the chronological sequence of significant details in a reading selection.**
Descriptive Statement: Emphasis is on the function of sentence order and signal words.

2.6 **The student will understand the function of a paragraph.**
Descriptive Statement: The student recognizes that a paragraph ideally is about one idea.

2.7 **The student will use beginning reference skills.**
Descriptive Statement: Emphasis is on alphabetizing words to the second letter and using a table of contents.

2.8 **The student will read and spell words by using word attack skills.**
Descriptive Statement: Emphasis is on sound-symbol relationships, word patterns, and families of words combined with picture clues, context clues, and structural clues. A basic knowledge of the possible spellings of English sounds proves useful.

2.9 **The student will form manuscript letters legibly and correctly from memory.**
Descriptive Statement: Emphasis is on the formation of letters and on the uniformity and correct spacing of letters.

2.10 **The student will tell and write a brief personal or fictional narrative.**
Descriptive Statement: Emphasis is on some perceptible narrative connection between and among sentences.

2.11 **The student will recognize emotional reactions and motives of story characters.**
Descriptive Statement: Emphasis is on the student's ability to use the conversation, behaviors, and facial expresssions of story characters as clues to understanding.

2.12 **The student will recall and relate orally and in writing simple personal data.**
Descriptive Statement: An example would be stating his/her first and last name, address, and telephone number.

2.13 **The student will classify words.**
Descriptive Statement: Emphasis is on the student's ability to perceive similarities among words and to group them according to these similarities.

2.14 **The student will communicate ideas, concepts, and feelings through creative dramatics.**
Descriptive Statement: Creative dramatics is a well-defined process which involves children in directed group activity using oral language in dramatic enactment.

2.15 **The student will predict story outcomes.**
Descriptive Statement: Predicting ways in which a story might develop and its probable ending helps the young reader to develop thinking skills vital to comprehension in listening and reading.

2.16 **The student will expand basic sentence patterns with single words and simple phrases.**
Descriptive Statement: The objective focuses on syntactic development through the addition of words and phrases in writing. In writing, the initial word is capitalized, and punctuation is appropriate for sentence structure.

English/Reading/Language Arts
Standards of Learning Objectives

THIRD GRADE

3.1 **The student will participate in storytelling and choral reading.**
Descriptive Statement: The material for storytelling may come from either printed material or the imagination. Choral reading provides a means for students to perform orally in a group.

3.2 **The student will paraphrase oral messages.**
Descriptive Statement: This emphasizes accurate hearing, analysis, and synthesis. The listener learns to compare his/her perception of the message with the speaker's perception.

3.3 **The student will locate factual information in a reading selection.**
Descriptive Statement: After reading a selection, the student can use the selection to answer factual questions.

3.4 **The student will find the main idea when it is stated in a reading selection.**
Descriptive Statement: The main idea is clearly contained in the title, topic sentence, or summarizing sentence.

3.5 **The student will use textbook aids and reference sources to locate information.**
Descriptive Statement: This includes tables of contents, glossaries, indexes, graphics, and dictionaries.

3.6 **The student will choose to read various types of material on a variety of subjects.**
Descriptive Statement: Types of material may include such forms as poetry, fiction, and non-fiction, in books, magazines, and other formats.

3.7 **The student will use word attack skills to read and spell words.**
Descriptive Statement: The student uses context clues, phonetic clues such as vowel patterns and consonant combinations, and structural clues such as roots and affixes to determine word meaning or spelling.

3.8 **The student will write legibly and neatly in cursive style.**
Descriptive Statement: This involves both transcribing from sentences written in manuscript style and writing simple dictated sentences. Proper spacing, size and formation of letters, and uniformity of slant influence neatness and legibility.

3.9 **The student will write a paragraph containing a stated main idea sentence.**
Descriptive Statement: Emphasis is on understanding the nature of the paragraph and the function of the topic sentence. Unity and coherence are not criteria at this level.

3.10 **The student will share personal experiences and feeling in writing.**
Descriptive Statement: Fluency of ideas and freedom of expression are the elements to be emphasized.

3.11 **The student will vary the position of words or phrases in a simple written sentence.**
Descriptive Statement: Emphasis is on experimenting with the various structural possibilities of the simple sentence. The student changes the position of words and phrases without changing the essential meaning of the original sentence. Punctuation and usage should be appropriate for sentence structure.

3.12 **The student will acquire a functional vocabulary of high-frequency words.**
Descriptive Statement: This assumes recognition and appropriate use of words contained in a basic list such as the Dolch list, words from the basal reading series, and words used in discussions at school and at home.

3.13 **The student will use simple transitional words to connect ideas and sentences.**
Descriptive Statement: The student can recognize the functions of and use orally or in writing such simple words as first, also, and, but, and next.

3.14 **The student will recognize that words label abstract concepts.**
Descriptive Statement: This includes words for concepts (business, freedom) as well as for feelings (joy, disappointment).

3.15 **The student will draw reasonable conclusions from information provided.**
Descriptive Statement: Information may be obtained orally or from a reading selection. The focus is on effective reasoning rather than on formal logic. Problems are realistic, and reasonable solutions may vary.

3.16 **The student will develop basic sentences into interrogative, imperative, and declarative forms.**
Descriptive Statement: The student constructs orally and in writing sentences of varied forms according to his/her purpose and uses punctuation and verb forms appropriate for the various patterns.

3.17 **The student will use regular verb forms correctly in writing and speaking.**
Descriptive Statement: The student learns to use the singular and plural of present, past, and future tenses of regular verbs with appropriate subjects.

English/Reading/Language Arts
Standards of Learning Objectives

FOURTH GRADE

4.1 **The student will participate effectively in informal classroom discussions.**
Descriptive Statement: This involves listening attentively, taking turns speaking, respecting the expressions of others, staying on the topic, and summarizing when appropriate.

4.2 **The student will demonstrate effective listening skills.**
Descriptive Statement: This includes giving full attention to the speaker, hearing accurately, discerning the speaker's purpose, identifying main points, and responding appropriately.

4.3 **The student will identify details which support the stated main idea of a paragraph.**
Descriptive Statement: This requires the identification of supporting statements which serve as examples, explanations, or descriptive details.

4.4 **The student will distinguish between fact and opinion in a reading selection.**
Descriptive Statement: This addresses the distinction between objective statements which may be validated or verified and statements based on assumptions, evaluations, attitudes, or probabilities.

4.5 **The student will use leisure time for reading.**
Descriptive Statement: Emphasis is on going beyond assigned reading material and on increasing appreciation and reading fluency.

4.6 **The student will use the dictionary and glossary to obtain information about the spelling, meaning, and pronunciation of words.**
Descriptive Statement: Emphasis is on understanding the arrangement of the dictionary and glossary and the resources they provide.

4.7 **The student will write a paragraph in which all the sentences are related to one stated topic.**
Descriptive Statement: The focus is on understanding the function of the topic sentence and relating additional sentences to the main idea.

4.8 **The student will use coordinating conjunctions to connect equal elements.**
Descriptive Statement: Such words as and, but, or, and yet are used to form compound phrases and sentences. Punctuation and usage should be appropriate for sentence structure.

4.9 **The student will proofread his/her written work for mechanical and syntactical errors.**
Descriptive Statement: The student practices techniques for checking proper spelling, effective pronoun use, correct punctuation, subject-verb agreement, and appropriate word order.

4.10 **The student will give orally and in writing clear, understandable directions and explanations.**
Descriptive Statement: The student orders information about a process or procedure (for example, fire drill or lunchroom procedure) and presents it in a logical sequence.

4.11 **The student will recognize that setting, characterization, and plot interrelate in fiction.**
Descriptive Statement: Emphasis is on understanding how these three components contribute to the development of stories.

4.12 **The student will distinguish between fiction and nonfiction.**
Descriptive Statement: The student understands the essential differences between these two forms, as well as the different purposes of each form.

4.13 **The student will vary written and oral communications according to purpose and audience.**
Descriptive Statement: Emphasis is on the appropriate use of words and manners of expression for a particular purpose and audience.

4.14 **The student will use context clues to determine how a word with multiple meanings is used.**
Descriptive Statement: For example, the particular meaning of a word such as bow can be determined by seeing how it fits the meaning of the sentence.

4.15 **The student will recreate sensory experiences.**
Descriptive Statement: The student uses actual past experiences to recall the sensations involved and to experience them again in the imagination.

4.16 **The student will use vivid and specific oral and written language.**
Descriptive Statement: Emphasis is on the ability to select and use words which produce distinct mental images rather than words which are vague or used too often.

4.17 **The student will use appropriate irregular verb forms in writing and speaking.**
Descriptive Statement: The student learns to use the singular and plural of present, past, and future tenses of the more common irregular verbs with appropriate subjects.

4.18 **The student will determine the functions of words and phrases by their positions in a sentence.**
Descriptive Statement: Function is often referred to as "part of speech," but other terminology may be used.

English/Reading/Language Arts
Standards of Learning Objectives

FIFTH GRADE

5.1 **The student will use oral communication skills in a variety of situations.**
Descriptive Statement: Emphasis is on individual oral presentations, which may include reports, readings, plays, and role playing. Effective use of pitch, rate, stress, tone, and volume is to be demonstrated.

5.2 **The student will state the main idea when it is implied in a reading selection.**
Descriptive Statement: The general content, topic idea, signal words, or summary sentences may be used as clues to the main idea.

5.3 **The student will determine logical relationships found in reading selections.**
Descriptive Statement: This involves understanding the function of such signals as because, as a result, (cause-effect); before, then, (chronological order); in order to (conditional).

5.4 **The student will scan printed material to locate particular facts.**
Descriptive Statement: The student learns to look quickly through textbooks, dictionaries, and similar resource material for needed information.

5.5 **The student will spell correctly in written work.**
Descriptive Statement: Emphasis is on continued use of phonetic analysis, structural analysis, and context clues to determine correct spellings.

5.6 **The student will write personal correspondence using correct format.**
Descriptive Statement: This covers common types of notes and personal letters, including addressing of envelopes. Emphasis is on format (arrangement and punctuation) and on understanding the relationship between the audience and the product.

5.7 **The student will select and narrow a topic to be used in a writing assignment.**
Descriptive Statement: The student acquires and uses an effective technique for selecting a topic and focusing it according to purpose, audience, and length of assignment.

5.8 **The student will write a descriptive paragraph.**
Descriptive Statement: Emphasis is on effective selection and arrangement of details to achieve a particular purpose.

5.9 **The student will express feelings and ideas in writing.**
Descriptive Statement: The student writes prose and poetry to express his/her emotions, impressions, concepts, or perceptions.

5.10 **The student will compare and contrast literary forms.**
Descriptive Statement: Literary forms such as legends, fables, tall tales, folk tales, myths, and biographies may be included.

5.11 **The student will use metaphors and similes effectively.**
Descriptive Statement: Emphasis is on the use of creative comparisons, orally and in writing.

5.12 **The student will develop a vocabulary appropriate for instructional content and activities at this level.**
Descriptive Statement: The student acquires and practices the use of significant words related to appropriate academic content and processes.

5.13 **The student will use a variety of reference sources to locate information or to solve a problem.**
Descriptive Statement: The emphasis is on effective use of the dictionary, atlas, almanac, encyclopedia, and thesaurus.

5.14 **The student will use maps, charts, and graphs to solve problems and/or answer questions.**
Descriptive Statement: Emphasis is on acquiring a working knowledge of the symbols, conventions, uses, and limitations of such sources.

5.15 **The student will organize information in outline form.**
Descriptive Statement: Emphasis is on ability to classify and structure information in ways useful for studying and writing.

5.16 **The student will use verb forms to express time.**
Descriptive Statement: The student expresses orally and in writing various time and time relationships through adverbs of time, appropriate simple and perfect tenses, and progressive forms.

SIXTH GRADE

6.1 **The student will give accurate multi-step oral directions.**
Descriptive Statement: Students learn to give multiple step directions with accuracy and clarity sufficient to secure from classmates the intended or predicted responses.

6.2 **The student will compare and contrast ideas found in printed material.**
Descriptive Statement: Students use comparison and contast to analyze information and draw conclusions from it.

6.3 **The student will participate in various prewriting activities.**
Descriptive Statement: Examples are reflective thinking, teacher-stimulated discussion, small group brainstorming, information gathering, and direct or vicarious experience.

6.4 **The student will proofread paragraphs written by him/herself and by other students.**
Descriptive Statement: Attention should focus on mechanics, spelling, and subject-verb agreement.

6.5 **The student will write a paragraph containing a main idea and several supporting details.**
Descriptive Statement: Attention is focused on such matters as the clarity of the details and their effectiveness in explaining or expanding the main idea.

6.6 **The student will write a business letter using a standard format.**
Descriptive Statement: The letter should include all necessary parts in an acceptable format, and the envelope should be properly addressed.

6.7 **The student will apply in writing the major conventions of spelling.**
Descriptive Statement: Major conventions include adding prefixes and suffixes, forming the plural of nouns, doubling consonants, etc.

6.8 **The student will recognize the major elements of a story.**
Descriptive Statement: Emphasis is on understanding the interaction of characters and plot.

6.9 **The student will create brief narratives.**
Descriptive Statement: This objective focuses on the simple narrative, which may record actual events, as in a news report, or may describe imaginary events. Events may be presented in chronological order; a plot is not required.

6.10 **The student will recognize the use of persuasive techniques.**
Descriptive Statement: Examples of these techniques include name calling, bandwagon and testimonial. Attention is given to distinguishing between fact and opinion and between denotation and connotation of words. Emphasis is on understanding how these techniques affect one's daily life.

6.11 **The student will use the card catalog to locate sources of information.**
Descriptive Statement: Emphasis is on the use of subject, title, and author cards to locate information in the library.

6.12 **The student will select and use appropriate reference sources in gathering information to answer specific questions.**
Descriptive Statement: Appropriate reference sources include indexes, bibliographies, atlases, biographical aids, encyclopedias, handbooks, dictionaries, and other standard information sources.

6.13 **The student will use mass media to obtain information.**
Descriptive Statement: This includes the use of newspapers, magazines, radio, and television. Information gathered from these sources may be compared and contrasted as the functions of the various kinds of media are considered.

6.14 **The student will form complex sentences using the most common subordinating conjunctions.**
Descriptive Statement: Students use effectively such signal words as because, when, if and where. Punctuation should be appropriate for sentence structure.

6.15 **The student will understand that personal values and points of view influence what is said, heard, and read.**
Descriptive Statement: Students accept and use the concept that speaking and understanding are influenced by values and opinions.

English/Reading/Language Arts
Standards of Learning Objectives

SEVENTH GRADE

7.1 **The student will use interpersonal communication skills.**
Descriptive Statement: Emphasis is on both oral and nonverbal communication in social contexts such as dialogues, small groups, and panel discussions. Oral aspects include making clarifying and supporting statements and responding in a relevant and coherent manner. Nonverbal aspects include using appropriate facial expressions, postures, gestures, and variations of interpersonal space.

7.2 **The student will adjust reading rate according to his/her purpose and the difficulty of the material.**
Descriptive Statement: Efficiency in reading requires that one know how and when to change reading rate.

7.3 **The student will form concepts based on information or ideas encountered in reading.**
Descriptive Statement: Emphasis is on the ability to classify particulars in order to form generalizations useful for the comprehension, organization, and retention of information.

7.4 **The student will acquire information from materials which pertain to survival.**
Descriptive Statement: Skills involved are following directions, determining main idea, identifying details, and understanding cause-effect relationships. Materials include advertisements, directions, labels, directories, and safety warnings.

7.5 **The student will expand his/her range of interests through wide reading.**
Descriptive Statement: Emphasis is on the student's use of different kinds of material, read for either pleasure or information or both.

7.6 **The student will express him/herself in writing using forms of his/her own choice.**
Descriptive Statement: Such forms might include dialogue, poetry, tall tales, science fiction, fables, and myths.

7.7 **The student will develop a paragraph using a prewriting, writing, and revising process.**
Descriptive Statement: Emphasis is on developing an understanding of the writing process and how it works.

7.8 **The student will perceive the relationship between vicarious experiences in literature and direct experiences.**
Descriptive Statement: Emphasis is on understanding how imaginary experiences in literature can enrich daily existence.

7.9 **The student will enlarge his/her speaking, reading, and writing vocabulary.**
Descriptive Statement: Emphasis is on developing vocabulary by such means as the study of roots and affixes; synonyms, antonyms, and homonyms; words of multiple meaning; idioms; figurative language; words in context; and words most frequently misspelled.

7.10 **The student will paraphrase information from written and oral materials.**
Descriptive Statement: Emphasis is on understanding a message and putting it into one's own words. The new form may be either oral or written.

7.11 **The student will take notes from written, oral, or audio-visual materials.**
Descriptive Statement: Emphasis is on summarizing information and recording it in a systematic way.

7.12 **The student will recognize the function of words within sentences.**
Descriptive Statement: Emphasis is on learning relationships between subjects and predicates, predicates and objects, and the expansion of each through modification. A knowledge of basic grammatical terminology is appropriate.

EIGHTH GRADE

8.1 **The student will participate in the oral reading and/or performance of dramatic materials.**
Descriptive Statement: Emphasis is on the performer's use of body and voice.

8.2 **The student will adapt his/her oral and written language to a particular audience, occasion, and purpose.**
Descriptive Statement: The effective communicator designs and delivers his/her message according to the occasion or situation, his/her purposes, audience expectation, and audience response.

8.3 **The student will enlarge his/her vocabulary by using context clues to acquire word meaning in reading passages of increasing difficulty.**
Descriptive Statement: Emphasis is on the use of context clues in a variety of reading materials (books, magazines, newspapers, etc.).

8.4 **The student will read the newspaper for a variety of purposes.**
Descriptive Statement: Emphasis is on developing particular skills necessary to use the newspaper as an information source. This involves knowledge of the sections of the newspaper such as news, editorial, classified ads, comics, sports, and feature.

8.5 **The student will discern the author's purposes.**
Descriptive Statement: The author may write to entertain, to explain, to persuade, to defend, or to expose. Clues to these intentions may be tone, diction, and structural patterns.

8.6 **The student will record regularly his/her experiences, thoughts, and feelings.**
Descriptive Statement: Emphasis is on "free writing" which provides writing practice without threat of evaluation by anyone other than the writer. Structured means should be found, however, to encourage thoughtful reflection by the writer and personal revision based on that reflection.

8.7 **The student will write short narrative fiction.**
Descriptive Statement: Emphasis is on imaginative expression in written form, including minimal attention to such elements as character development, plot structure, conflict, point of view, and theme.

8.8 **The student will write coherent paragraphs using effective methods of arranging details.**
Descriptive Statement: Emphasis is on arranging details and examples in a logical order appropriate for the purpose of the writing. Common methods of arrangement include chronological order, spatial order, and order of importance.

8.9 **The student will write, revise, and proofread papers of more than one paragraph.**
Descriptive Statement: Revision focuses on improving the match between the message sent and the message received. Proofreading emphasizes the elimination of mechanical and spelling errors and stresses legibility, neatness, etc. Revision and proofreading are interrelated activities which are performed separately.

8.10 **The student will write business letters for various purposes.**
Descriptive Statement: Emphasis is on the organization of the letter, the clarity and accuracy of information presented, and suitability for a given purpose. A letter of complaint, a letter requesting information, and a letter ordering merchandise are appropriate for this level.

8.11 **The student will compare themes in adolescent literature with his/her personal experiences.**
Descriptive Statement: The student will study adolescent literature and examine the relationships between the fictional world and his/her own experiences.

8.12 **The student will understand the basic methods the author uses in creating characters.**
Descriptive Statement: Character traits are developed through speech/dialogue and action. They may be discerned through observation, assessment by the author, and assessment by other characters.

8.13 **The student will complete forms and applications.**
Descriptive Statement: Emphasis is on the clarity and accuracy of the information given, its match with what is requested or needed, and its completeness in terms of requirements.

8.14 **The student will use appropriate pronouns and antecedents.**
Descriptive Statement: This includes attention to number and form in common sentence structures. Emphasis is also on the avoidance of faulty and ambiguous references.

8.15 **The student will identify influences of the mass media on the individual and on society.**
Descriptive Statement: Emphasis is on becoming an informed receiver of messages presented through media (film, radio, newspapers, magazines, television). This involves differentiating among facts, opinions, and assumptions.

NINTH GRADE

9.1 **The student will demonstrate understanding of literature by reading it aloud.**
Descriptive Statement: Thoughtful preparation (analysis, interpretation, rehearsal) and skillful performance (expressive oral presentation) may expand understanding and appreciation of literature.

9.2 **The student will show a sense of responsibility for participating in discussion.**
Descriptive Statement: The student's demonstrated willingness to contribute to discussion, to listen to others, to summarize ideas for the group, and to achieve the stated goals of the group constitute a level of commitment.

9.3 **The student will predict outcomes suggested by printed material.**
Descriptive Statement: This involves the student's ability to see relationships and synthesize ideas in order to draw reasonable conclusions.

9.4 **The student will identify the implied main idea of a multi-paragraph passage.**
Descriptive Statement: Selections may be drawn from periodicals, newspapers, and other sources. Students will differentiate among details, ideas of greater or lesser scope, and implied main ideas.

9.5 **The student will write an informal essay.**
Descriptive Statement: The focus of this writing experience is on the ability of the student to express a personal view of his/her topic and to provide substantiating details.

9.6 **The student will experiment with writing various literary forms.**
Descriptive Statement: Emphasis is on the student's effective use of language to express thoughts and feelings. These forms might include short stories, scripts, and poetry.

9.7 **The student will identify characteristics that distinguish literary types.**
Descriptive Statement: Major literary types include drama, short stories, novels, poems, and essays.

9.8 **The student will differentiate between the connotative and denotative meanings of words in context.**
Descriptive Statement: The denotation (dictionary definition) and the connotation (emotional shade of meaning) of a word are often different, but they are both important.

9.9 **The student will use specific words in place of general words.**
Descriptive Statement: Emphasis is on selecting the word that conveys the precise meaning and impression intended by the speaker or writer.

9.10 **The student will use library resources to prepare an informal research project.**
Descriptive Statement: Such projects may include oral reports, audiovisual presentations, posters, or written reports.

9.11 **The student will credit the sources of both quoted and paraphrased ideas.**
Descriptive Statement: Sources of quotations and borrowed ideas are appropriately cited in written and oral situations.

9.12 **The student will evaluate and use mass media as sources of information.**
Descriptive Statement: Newspapers, radio, television, films, and periodicals are important materials from which students may select information Criteria for assessing the quality of information should be used to justify the selection of sources.

9.13 **The student will use effective procedures for expanding and reducing sentence elements.**
Descriptive Statement: Students will form complex sentences using clauses, then reduce these where possible to words or phrases such as verbals and appositives. Syntactic relationships and punctuation should be appropriate for sentence structure.

9.14 **The student will use punctuation to clarify meaning.**
Descriptive Statement: The student learns the relationship between sentence structure (combinations and placement of words, phrases, and clauses) and punctuation, as well as the influence of punctuation on such vocal characteristics as pauses and inflections.

9.15 **The student will use language appropriate to the situation.**
Descriptive Statement: Levels of usage include personal, informal, and public language as well as idiomatic expressions and technical language. Emphasis is on matching diction (choice of words) and sentence structure with the purpose of the communication and the nature of the audience.

TENTH GRADE

10.1 **The student will demonstrate proficiency in group problem solving.**
Descriptive Statement: Group problem solving may include the following: defining and limiting the problem, gathering information, analyzing the problem, establishing criteria for solutions, suggesting possible solutions, selecting the best solution(s), and putting the solution(s) into practice.

10.2 **The student will make inferences from information in printed material.**
Descriptive Statement: Emphasis is on the student's ability to use stated ideas and their relationships to infer additional ideas. This would include drawing conclusions and identifying implied main ideas and cause-effect relationships.

10.3 **The student will identify the author's point of view and explain its function(s).**
Descriptive Statement: Point of view controls both the information available to the reader and his/her attitude toward that information.

10.4 **The student will read consumer information and indicate appropriate action to be taken.**
Descriptive Statement: Sources of information might include job applications, contracts, forms, labels, policies, and warranties. Appropriate vocabulary should be studied.

10.5 **The student will write brief narrative, descriptive, and expository papers.**
Descriptive Statement: This requires understanding the differences and likenesses among various modes such as personal narration, description, exposition, and directions. Emphasis is on clarity, organization, accuracy, and vividness of language.

10.6 **The student will identify themes of literary works.**
Descriptive Statement: The student will read poetry and fiction and identify major and/or minor themes .

10.7 **The student will distinguish between literal and figurative language.**
Descriptive Statement: The student identifies figurative language (metaphor, hyperbole, imagery, symbolism, etc.) and explains how its effects differ from the effects of literal language.

10.8 **The student will use research skills to gather and evaluate information useful in solving problems and making decisions.**
Descriptive Statement: Emphasis is on the ability to find and use appropriate sources of information.

10.9 **The student will use common coordinating conjunctive adverbs appropriately.**
Descriptive Statement: The focus is on understanding the relationships implied by such words as nevertheless, therefore, however, and moreover, using these words appropriately in sentences, and punctuating these sentences correctly.

10.10 **The student will use modifiers effectively.**
Descriptive Statement: This includes all adverbial and adjectival modifiers: words, phrases, and clauses. Emphasis is on placing modifiers in proper positions relative to words modified.

ELEVENTH GRADE

11.1 **The student will analyze the communication process used in public speaking.**
Descriptive Statement: Public speaking involves the pre-speech assessment of purpose and audience, the collection of data, the organization of content, practice, effective delivery, and a post-speech evaluation of the effect on the audience. The process includes the student's analysis of his/her speech as well as the analysis of speeches delivered by others.

11.2 **The student will demonstrate proficiency in extemporaneous and impromptu speaking.**
Descriptive Statement: Emphasis is on the student's ability to organize and present in a logical, effective manner ideas drawn from his/her knowledge of the subject or from collected data.

11.3 **The student will write for a variety of audiences.**
Descriptive Statement: The student shows understanding of the audience by using appropriate language, suitable information, and effective style. Possible audiences include one's self, friends, students in other classes, adults, and the general public. Activities might range from journals, to social correspondence, to papers suitable for publication.

11.4 **The student will use varied sentence structures to enhance and clarify meaning.**
Descriptive Statement: Sentence revision involves achieving desired meaning and effect by transposing chosen sentence elements and by combining and/or subordinating ideas. The goals are effective emphasis, clarity, and conciseness. This objective requires synthesis of skills learned separately at lower grade levels.

11.5 **The student will write a multi-paragraph letter applying for a job and/or seeking admittance to a college.**
Descriptive Statement: This writing assignment involves the ability to make a good impression on the reader as well as to present accurate information. Form, style, and content are considered. (The resume may be included.)

11.6 **The student will write a documented informational paper.**
Descriptive Statement: This writing assignment includes locating, evaluating, organizing, presenting, and crediting. Assignments may range from a simple report to a formal research paper.

11.7 **The student will gain insight into the culture and history of a people through the study of literature.**
Descriptive Statement: By understanding that a nation's literature embodies both cultural and personal values, the student gains awareness of the development of a society.

11.8 **The student will explore the relationship between style and meaning in literature.**
Descriptive Statement: Discussions should include such stylistic devices as organization, tone, diction, figurative language, and sentence structure as they relate to meaning.

11.9 **The student will synthesize information from multiple sources.**
Descriptive Statement: The student abstracts information from various sources and synthesizes data and varied points of view into logical, structured ideas.

11.10 **The student will use bibliographical data to acknowledge sources of information.**
Descriptive Statement: This includes the listing of such information as author, title, publisher, and copyright date. The emphasis is on the process of documenting, not on a specific system of documentation.

TWELFTH GRADE

12.1 **The student will demonstrate skills of oral persuasion.**
Descriptive Statement: This objective focuses on designing the content of oral communication in order to persuade listeners by logical and emotional appeals. Attention is also given to vocal and physical skills of speech delivery. In addition to individual speeches, appropriate instructional activities include debate, group discussion, and mass media experiences. The ethical implications of persuasion are considered.

12.2 **The student will demonstrate competence as an interviewer and interviewee.**
Descriptive Statement: This includes learning to ask the right questions in order to secure desired responses and learning how to listen to both questions and answers. It also includes attention to attitudes, feelings, and behaviors.

12.3 **The student will write effective sentences, paragraphs, and papers that reveal style appropriate for the writer's purpose and audience.**
Descriptive Statement: Effective writing involves a coherent sequence of thought, clarity of presentation, and suitable diction.

12.4 **The student will write a persuasive composition.**
Descriptive Statement: This writing should be developed from a clearly defined thesis or purpose and should contain sufficient support from either informative sources or the writer's own observations.

12.5 **The student will increase his/her understanding of the range and depth of human experience through the study of literature.**
Descriptive Statement: The student recognizes that literature is related to his/her own life and to the lives of others and that literary works typify the experiences of and variation among human beings.

12.6 **The student will apply principles of abstract and analytical reasoning when evaluating information.**
Descriptive Statement: This objective focuses on introducing students to those principles necessary to discover correct as well as fallacious reasoning. These would include deductive and inductive reasoning, cause and effect relationships, emotional appeals, analogies, and generalizations.

12.7 **The student will explain the functions of persuasion in society.**
Descriptive Statement: This objective focuses on the methods of persuasion. Emphasis should be placed on developing an awareness of how persuasion is used in politics, government, business, advertising, and other areas of society to influence people.

12.8 **The student will develop an oral or written commentary on a book, play, movie, or television program.**
Descriptive Statement: A commentary includes an analysis of the style, the mood, and the theme(s) of the literary work, as well as the student's personal opinion.

12.9 **The student will recognize the changing nature of language.**
Descriptive Statement: This includes an analysis of historical changes in word meanings, pronunciation, and usage.

12.10 **The student will read with comprehension materials necessary for academic and vocational success.**
Descriptive Statement: Applicable materials shall be those related to the student's life goals and his/her ability to function as a productive member of society.

APPENDIX

ENGLISH/READING/LANGUAGE ARTS GOALS

The Student Will:

1. **Understand the processes of speaking and listening.**

   This goal requires a cognitive grasp, appropriate for grade level, of the principles and practices involved in effective listening and speaking.

2. **Function effectively in a variety of oral communication situations.**

   Speaking, listening, and nonverbal communication between and among individuals and groups are included in this goal. Activities could include listening, group discussion, role playing, oral interpretation, public speaking, and other oral processes appropriate for grade level.

3. **Develop a store of images necessary for language development.**

   This goal focuses on building the student's fund of images in preparation for more formal study of language and its uses and on increasing the student's awareness of the range and depth of language and its uses. Possible activities include reacting to music, dance, and the visual arts; artistic expression in various media; listening to and telling stories; exploring and discussing the environment; word games; free inquiry; creative dramatics; and the perception, study, and discussion of various audiovisual media.

4. **Demonstrate a broad vocabulary useful in transmitting and receiving language.**

   This goal deals with reading, writing, speaking, and listening and includes such areas as roots, affixes, and semantics. The emphasis is on both functional language and on the vocabularies used in school and social environments.

5. **Read with understanding for a variety of purposes.**

   Objectives under this goal will range from decoding through functional comprehension to aesthetic awareness. Early purposes may be simple understanding of words; later ones include comprehension of information; still later ones include comprehension of abstract concepts and critical reading.

6. **Use language for problem solving.**

   In the areas of reading, writing, speaking, and listening, this goal includes the gathering and structuring of information, the use of language for inquiry, and library and research skills.

7. **Use language for creative expression.**

This goal is designed to insure that each student be given opportunities to express perceptions, ideas, feelings, and concepts in creative, rather than simply functional, ways. Students may increase through expression their awareness of the possibilities of language, their store of linguistic resources, and their ability to use the language effectively. Activities might include story telling, creative writing, creative dramatics, and theatrical performance.

8. **Demonstrate an appreciation for and enjoyment of the uses of language.**

This goal covers reading, writing, speaking, and listening. "Appreciation" involves understanding of the aesthetic appeal of words, sentences, and larger units, as well as comprehension of the range of verbal possibilities. "Enjoyment" focuses on the pleasures inherent in the transmission and reception of effective and aesthetically pleasing language.

9. **Extend his/her personal, aesthetic, and cultural awareness through the study of literature.**

Through reading and studying literature appropriate for his/her age and level of understanding, the student may become aware of the range of human perceptions and behavior; the variety of ethical systems; the forms and techniques used for literary expression; and the relationships among the reader, the reader's culture, and the culture which produced the literature.

10. **Understand the writing process.**

This goal requires a cognitive grasp, appropriate for grade level, of the principles and practices of pre-writing, writing, and revision.

11. **Express in writing his/her feelings, perceptions, and ideas for a variety of purposes and audiences.**

This goal involves the practice of the writing process, requiring students to produce effective writing, both functional and non-functional, for purposes and audiences appropriate for grade level. Content, organization, and format receive emphasis.

12. **Use language appropriate for both formal and informal communication.**

This goal involves the study and practice of appropriate usage, including awareness of dialects, levels of usage, appropriate word forms, effective sentence structure, and standard punctuation and capitalization.